

“Busting the Myths” around Learning Coaches

Prepared by Learning Services, Parkland School Division, June 2012

This document contains excerpts from Alberta Education’s publication:

[Exploring Learning Coaches in Alberta \(2010\)](#) 

Myth 1- Learning coaches help teachers prepare IPPs

In their role of facilitating job-embedded and ongoing professional development for teachers, learning coaches identify, model and share promising practices related to inclusive education.

They do not focus on logistical aspects of inclusive classrooms such as: meeting coordination, materials preparation or developing and monitoring IPPs. In PSD, these aspects of inclusion are supported by Key Contacts. However, learning coaches may coach teachers in implementing the instructional strategies suggested in an IPP.

Myth 2- Learning coaches act as tutors for students, teaching or assessing students in one-on-one or small group settings

The learning coach works collaboratively *with teachers* to build their capacity in creating and sustaining inclusive learning environments that meet the diverse learning needs of all students.

The learning coach interacts *with teachers* in one-on-one or small group settings (e.g., identifying instructional needs, promoting reflection, joint problem-solving, modelling, observing, co-planning, or demonstrating instructional strategies through co-teaching).

The learning coach also plays a major role in the development and implementation of a school-wide plan to collect, analyze, and use different forms of student achievement data to inform and enhance instructional planning and decision-making.

Myth 3- Learning coaches evaluate teacher performance

Learning coaches do not supervise or evaluate teachers; rather, learning coaches work with teachers to address mutually agreed upon goals that align with Parkland’s commitment to inclusion. In doing so, they apply the standards of the ATA’s Code of Professional Conduct.

[Code of Conduct](#)

[Code de conduite professionnelle](#)